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ABSTRACT

This study was conducted to determine the perceptions held by public school and community college administrators in North Carolina, Virginia, and West Virginia concerning the types of personnel and the academic degrees held by these individuals in the field of educational media. Administrators were asked to respond to a prepared survey instrument designed to obtain information on the degree levels and on the number of librarians, educational technologists, combination librarians/ educational technologists, and paraprofessionals who are presently employed in the three state area. In addition, the respondents were asked to project future personnel needs and degree levels sought. A third section attempted to identify additional competencies that would be desirable for persons presently on the staff and for future employees. The last section tried to determine the attitudes of the respondents toward the importance of educational media. The population used consisted of 235 administrators in the three states. The questionnaire and cover letter are appended. (Author/JEG)

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A SURVEY OF NEED FOR PERSONNEL IN EDUCATIONAL MEDIA IN THE STATES OF NORTH CAROLINA, VIRGINIA, AND WEST VIRGINIA

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

March, 1979

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The need for education and interest in improving the educational process are becoming greater each day. Educational media and technology are being used to change and improve on the traditional styles of teaching and learning. Attention is being shifted from the teacher as an imparter of information to the learner as the focal point in the process of education. This demands that both the teacher and student assume different roles in the classroom. The student is increasingly involved in the active direction of his own learning. The teacher is to be an organizer and serve in a more creative role. These changes are bringing about the need for school personnel with specialized skills in educational media and technology.

The personnel responsible for the coordination of educational media and technology in a school must be well trained and capable of utilizing a variety of resources in the design of appropriate instructional systems. The role of such a person is much more than keeping and dispensing materials and equipment. Personnel involved with educational media and technology in local school systems may have titles ranging from audiovisual specialist to learning resources director to instructional designer to educational technologist. Regardless of the terminology used, the specialist is usually expected to be familiar with the materials and equipment commonly included as audiovisual media. These materials and equipment are designed to convey meaning without complete dependence on verbal symbols or language.[1]

In addition to familiarity with audiovisual materials and equipment, the educational media and technology specialist is also commonly expected to be involved in instructional systems design and other related areas, including curriculum development. If the emphasis is on educational technology, it is often felt that the specialist must have a knowledge of a broad base of learning theory, social foundations of education, and educational psychology. Educational technology has

been defined as "the application of science-based knowledge to educational and instructional teaching-learning problems."[2]

Educational media and technology specialists are often responsible for resource centers in the public schools. These responsibilities bring about the need for training in other areas. Brown, Norberg, and Srygley[3] have listed thirteen areas or functions in educational media, as follows:

Designing instructional systems

Designing instructional facilities

Administering materials (other than textbooks)

Administering textbooks

Administering equipment

Administering production services

Administering television services

Administering individualized learning

Administering automated learning systems

Improving utilization practices

Butgeting media services

Administering media personnel

Research and evaluation

Meeting the need for personnel in educational media and technology requires systematic study and planning. The establishment and operation of a program to train specialists in the area must be based on a study of the current employment practices, projected need for such specialists, and a determination of the areas in which training is needed as perceived by employers.

Statement of Problem

The problem was (1) to determine the educational status of persons currently employed as specialists in educational media and technology, (2) the projected demand for specialists in educational media and technology in the public schools and

community colleges in the three state area of West Virginia, Virginia, and North Carolina,(3) determine the areas in which training is needed by specialists in educational media and technology.

Objectives

The primary objectives of this project were as follows:

1. To determine the educational status of persons currently employed as specialists in educational media and technology.
2. To determine the projected demand for specialists in educational media and technology in the public schools and community colleges in West Virginia, Virginia, and North Carolina.
3. To determine the areas in which training is needed by specialists in educational media and technology as perceived by public school administrators and community college deans.

Importance

Nearly 5 years have evolved since the last survey on employment status of and need for persons with training in educational media and technology in Virginia, (Moore and Lee, 1974). In addition, an attempt was also made to secure suggestions on the areas in which training would be desirable for persons in educational media and technology. This study was sent to local division school superintendents and deans of instruction in community colleges throughout Virginia. The present study is a derivation of the original employment needs assessment. Its purpose was to update and expand the information obtained in 1974, to determine if projected needs had been fulfilled, and to expand the study to a three state area.

II. Procedure

The procedures involved in the conduct of this updated project were the development and submission of a survey form to division school superintendents and deans of instruction in community colleges. The school superintendents and administrators of community colleges were identified by using the Peterson's Guide

to Public Schools.

The questions included on the survey form were of the short answer and multiple selection type. One of the questions was partially open-ended and provided for the respondents to indicate areas not previously listed on the survey form. The survey form was submitted to the school superintendents and deans of instruction by mail. A letter explaining the survey and a return envelope were included with each survey form mailed out. (A sample copy of the letter and survey form is contained in the Appendix).

The responses were tabulated via computer using the SPSS program and involved the determination of frequencies and the establishment of a weighted index of frequencies based on rank. The weighted index was used to establish the area of training which received the highest overall rank by the respondents. After tabulation of frequencies was completed, the N in each cell was multiplied by a number corresponding to a reverse of the rank order. The index was determined by obtaining the sum of the weighted scores for each area of training. The area of training with the largest index score was interpreted as the area receiving the highest overall rank.

III. Findings

The survey form was mailed to 235 administrators in North Carolina, West Virginia, and Virginia. Of these 205 went to public school superintendents and 30 to Presidents or Dean's of Instructions in Community Colleges. A total of 147 usable forms were received for a return rate of 62.5%. More specifically the following chart illustrates the return rate.

	Number Sent	Returned	%Returned
Community Colleges	30	16	53%
Public Schools	205	131	63%
North Carolina	51	36	70%
Virginia	99	65	66%
West Virginia	55	30	54%

The following is a breakdown of respondent by positions, fifty-four Superintendents, twenty-six Assistant Superintendents, fourteen Dean's of Instruction, seven Directors of Personnel, one President and fifteen in other catagories including seven Director's of Learning Resource Centers. The respondents generally were people who are in the position to make policy or to hire personnel.

General Findings

Figure 1 indicates the number of people by degree in each position at the present time, 1978-79. The figure indicates that 68.8% of the people employed in media related positions were librarians, 5.4% were Education Technologists, 12.5% were combined librarian/technologists and 13.22% were paraprofessionals. Fifty-one point ninty-six percent of the people employed in media related positions have Bachelor's Degree, 12.22% with Associate Degrees, 32.2% with Master's Degree and .56% have Doctorate Degrees.

Figure 2 indicates the number of additional people by degree projected to be employed by position in the next five years. Of the projected additional positions 97 or 27.95% will be Librarians, 41 or 11.81% will be Educational Technologists, 79 or 22.76% will be Combination Librarian/Technologists and 130 or 37.46% will be paraprofessionals. The projected need for additional personnel by degree are as follows: Associate Degree 104,29.97%; Bachelor's Degree 157,45.24%; Master's Degree 84,24.2%; and Doctorate 2, .57%.

There seems to be a stablization of public school professionals needed in the future. There was only an 11% projected increase for people with bachelor's and master's degrees. In the community college, however, there was a projected 31% increase in professionals with these degrees. One of the most interesting projections was a 61% increase in paraprofessionals with the public schools hiring 87% of them. The respondents indicated that 80% of those paraprofessionals should have associate degrees. There will be an increased demand of 39% for combined training and of 9% for library science training. Of the 96 librarians needed, only 12% (12) will be needed at the community college level.

Figure 1. Present Employment

	Associate Degree		Bachelor Degree		Master's Degree		Doctorate		Total
	CC*	PS*	CC	PS	CC	PS	CC	PS	
Librarians	0	44	15	648	57	334	5	0	1103
Educ/Tech	1	7	2	27	20	27	4	0	88
Comb/Librarian Ed. Tech.	0	1	1	85	0	113	0	0	200
Paraprofessional	12	131	18	37	5	9	0	0	212
Total	13	183	36	797	82	483	9	0	1603

*CC = Community College, PS = Public Schools

Figure 2. Projected Additional Positions

	Associate Degree		Bachelor Degree		Master's Degree		Doctorate		Total
	CC*	PS*	CC	PS	CC	PS	CC	PS	
Librarian	0	0	3	54	9	30	0	1	97
Educ/Tech	0	0	5	27	6	2	1	0	41
Comb/Librarian Ed. Tech.	0	0	0	48	3	28	0	0	79
Paraprofessional	6	98	9	11	2	4	0	0	130
Total	6	98	17	140	20	64	1	1	347

*CC = Community College, PS = Public Schools

The people in administrative positions feel that the following additional competencies would be desirable for people presently employed in media related positions. These are ranked in order of highest priority to least priority: Instructional Development, Selection and Utilization of Media, Media Management, Communication and Learning Theory, and Media Production. The competencies expected of additional employees in order of highest priority are: Instructional Development, Media Management, Selection and Utilization of Media and Media Production. Ninty-three point eighty-four percent of the respondents either strongly agree or agree that educational media will be an important part of the instructional program at their institution in the next five years. Ninty-seven point sixty-nine percent of the respondents indicated that it is important to have trained professional personnel in educational media on their staff.

Conclusion:

1. In the public schools surveyed in this study, no one in a media related position held a doctorate degree. Only one public school indicated a future need for a librarian with a doctorate. There are nine doctorates presently employed in media related positions in the community colleges surveyed. However, only one additional doctorate was needed in the future. Significance: The demand for people who possess the doctorate in media related fields in public schools and community colleges will be negligible now and in the future in the three state area surveyed.

2. Public schools have more paraprofessionals and are more likely to hire additional people with an associate degree than are community colleges. The 1974 study did not address this issue; however there appears to be a need for people trained in media related skills at the associate degree level. Significance: paraprofessionals are and will continue to be important to the respondents, particularily at the public school level. This may indicate a need for associate degree programs for paraprofessionals in the community colleges.

3. The bachelor degree appears to be popular now and in the future. This may be because of the economic crunch in public schools. One respondent summed this up in stating "No additions are likely due to decreasing school population. Replacements will likely be BS/BA. They cost much less!" However, this may signify a good market for professional training institutions who stress recertification, in-service courses and master's degree programs for professional development in media related areas. As in the earlier survey the Bachelor Degree demonstrates the respondents perspective as the most sought after degree for all categories. Significance: A respectable number of people will probably be searching out professional training institutions for in-service and possible enrollment in master's degree programs.

4. People with combined skills in both library and media are and will continue to be important particularly at the public school level. Again, this may reflect the economic situation. Employers apparently are searching for individuals with diverse skills who can fill more than one position. Significance: Professional training institutions in the three state areas may wish to develop or stress a combining library science/media program.

5. When comparing the number of existing and projected positions for Librarians and or Educational Technologists, the number is heavily in favor of Librarians. Significance: Programs which stress only media activities may see a decline in enrollments.

6. Instructional development competencies in media related personnel are and will continue to be desirable traits and skills. Instructional development skills ranked first as a competency needed by present and future staff members. Significance: Courses and in-service programs in the area of Instructional Development will become increasingly desirable in professional training institutions.

7. Professional courses in the area of media production will become decreasingly important. Significance: Professional training programs may have to reconstruct their priorities and course offerings, deemphasizing the production requirements.

8. The respondents to this survey are in positions of authority and influence. In most cases thay could directly effect policy and hiring practices. Their views on types of training and numbers and types of people to be hired will be important factors in the future. Significance: The results of this study probably are an accurate indication of the number and type of person to be actually employed in the next five years.

IV Summary

The present study indicates that there is still a continuing need for individuals with bachelors degrees in Library Science, Educational Technology and Combination Library/Media. As might be expected, the Master's degree at the Community College is more desirable for Librarians and Educational Technologists. Employers in the public schools and community colleges seem not to be looking for personnel with the doctorate.

APPENDIX

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF CURRICULUM AND INSTRUCTION

May 26, 1978

Dear Colleague:

The role of media and technology is becoming increasingly important in today's schools. In order to be responsive to these needs, the Instructional Technology program area here at VPI & SU is interested in determining the need to develop competencies for professionals in the area of educational media i.e. the selection and management of print and nonprint instructional materials.

To that end, we would like to request your assistance in filling out the attached survey, which would be most helpful in our deliberations. We are not requesting your name or school, only your position. However, we would be most happy to send a final report to you if you would put your name and address on the back of the survey form.

Because of time considerations, we would like to receive the information by June 9, 1978. For your convenience, please find a stamped envelope enclosed.

Thank you very much for your assistance, time and consideration. The information will be invaluable.

Sincerely,

Mike Moore

Mike Moore, Program Area Leader

Jackie Oxford

Jackie Oxford,
Instructional Technology
College of Education

DMM-JO:jh

SURVEY FORM
EDUCATIONAL MEDIA

I. DIRECTIONS: In each of the categories below, check the response which is most appropriate for your school system or college.

TYPE OF INSTITUTION:

___ Public School District
___ Public School, Level _____
___ Community College
___ Private School, Level _____

ENROLLMENT:

___ 0-500
___ 501-2000
___ 2001-5000
___ 5000 +

POSITION HELD BY RESPONDENT:

___ Superintendent
___ Assistant Superintendent
___ Dean of Instruction
___ Director of Personnel
___ President
___ Other _____

II. DIRECTIONS: Indicate the number of each type of facility(s) at your institution.

Library	___
AV Department	___
Learning Laboratory	___
Comprehensive Learning Resource Center (All of the above)	___

III. DIRECTIONS: Indicate the number of people by degree in each position at the present time.

	Number Employed by Degree			
	AA	BS/BA	MS/MA	PhD/EdD
Librarian	___	___	___	___
Educational Technologist, Media Specialist, or Related Person	___	___	___	___
Combination Librarian Educational Technologist	___	___	___	___
Para-professional Media/Library	___	___	___	___

IV. DIRECTIONS: Indicate the number of additional people by degree to be employed in the next five years.

	AA	BS/BA	MS/MA	PhD/EdD
Librarian	___	___	___	___
Educational Technologist, Media Specialist, or Related Person	___	___	___	___
Combination Librarian Educational Technologist	___	___	___	___
Para-professional Media/Library	___	___	___	___

V. DIRECTIONS: Rank the Competency areas below from 1 to 5 with the number (one) being the highest priority.

Column A represents additional competencies that would be desirable for persons presently on your staff.

Column B represents the competencies you would want your additional employees to possess.

	A	B
Media Management	_____	_____
Communication & Learning Theory	_____	_____
Media Production	_____	_____
Selection & Utilization of Media	_____	_____
Instructional Development	_____	_____

VI. DIRECTIONS: Circle the response which best expresses your feelings about the statements below:

1. Educational Media will be an important part of the instructional program at my institution in the next five years.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

2. It is important to have trained professional personnel in educational media on my staff.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree